McNicoll Park Middle School   Name: _____

Reading Strategies Student Self-Assessment

Intended Purpose:

- The purpose of this self-assessment is to provide you (the student) with the opportunity to identify your areas of strength and challenge within each of the nine reading strategies we focus on.
- Rather than producing a grade/mark, this assessment is designed to provide you with descriptive feedback that can help you and your parents understand what it will take to improve your ability and skill within each strategy.

Strategies	Not Yet	Meeting	Exceeding
Activating Prior Knowledge	❒ I find it very difficult to make connections between what I already know and what I am about to read. ❒ I don't realize how, and/or why, what I already know will help me understand what I am reading.	❒ I sometimes use my prior knowledge and experiences to give what I read more meaning. ❒ I attempt to use prior knowledge as a "fix-it" strategy, but I sometimes have difficulty making connections between what I know and what I am reading	❒ I always use my prior knowledge and experiences to give what I read more meaning. ❒ I use prior knowledge as a "fix-it" strategy, even when the text is difficult and/or unfamiliar
Deciding what's Important in a Text	❒ I don't use my prior knowledge to determine why I am reading the text. ❒ I am unable to separate the important from the unimportant information.	❒ I sometimes use my prior knowledge to determine why I am reading the text. ❒ I sometimes find it difficult to separate the important from the unimportant information. ❒ I can't identify the important information in unfamiliar and/or difficult text.	❒ I use my prior knowledge to determine why I am reading the text. ❒ I find it easy to separate the important from the unimportant information. ❒ I can identify the important information in unfamiliar text.
Synthesizing Information	❒ As I read, I don't organize information into categories that make sense. ❒ I am unable to use/create topic sentences to help me organize information as I read. ❒ I can't restate the main ideas in my own words.	❒ As I read, I organize information into categories that make sense, except when the text is difficult and/or unfamiliar ❒ I sometimes find it difficult to use/create topic sentences to help me organize information as I read. ❒ I can restate the main ideas in my own words, except when the text is difficult and/or unfamiliar.	❒ As I read, I organize information into categories that make sense, even when the text is difficult and/or unfamiliar ❒ I can use/create topic sentences to help me organize information as I read. ❒ I can restate the main ideas in my own words.
Drawing Inferences During and After Reading	❒ I can't generate meaning from the clues in the text. ❒ I am not able to identify and use clues in the text to "read between the lines" to identify theme, character traits and/or motivation. ❒ I am not able to use evidence from the text to support my inferences and/or make connections.	❒ I can generate meaning when the clues in the text are obvious. ❒ I am able to identify and use clues in the text to "read between the lines" to identify theme, character traits and/or motivation, except when the text is difficult and/or unfamiliar ❒ I sometimes find it difficult to use evidence from the text to support my inferences and/or make connections.	❒ I can generate meaning even when the clues in the text are less obvious. ❒ I am able to identify and use clues in the text to "read between the lines" to identify theme, character traits and/or motivation. ❒ I use evidence from the text to support my inferences and/or make connections.

Self-Monitoring Comprehension	❐ As I read, I don't check my understanding of the text. ❐ I can't identify specific words or passages that are confusing.	❐ As I read, I sometimes check my understanding of the text. ❐ I don't immediately realize that I do not understand what I am reading. ❐ I can identify specific words or passages that are confusing, except when the text is difficult and/or unfamiliar.	❐ As I read, I constantly check my understanding of the text. ❐ I can recognize when I don't understand what I am reading. ❐ I can identify specific words or passages that are confusing.
Repairing Faulty Comprehension	❐ I don't use "fix-it" strategies (ex. re-read, prior knowledge, context clues) when I read confusing words or passages. ❐ I often get stuck because I never know which "fix-it" strategy to use and when to use it.	❐ I use one or two "fix-it" strategies (ex. re-read, prior knowledge, context clues) when I read confusing words or passages. ❐ I don't always know which "fix-it" strategy to use and when to use it ❐ When one "fix-it" strategy doesn't work, I get stuck.	❐ I use a variety of "fix-it" strategies (ex. re-read, prior knowledge, context clues) when I read confusing words or passages. ❐ I know which "fix-it" strategy to use and when to use it. ❐ When one "fix-it" strategy doesn't work, I try another.
Ask Questions	❐ I never ask myself questions about the text before, during, or after I read. ❐ I am not able to focus on what I need to look for in the text because I don't ask questions	❐ I sometimes ask myself questions about the text before, during, and/or after I read. ❐ By asking questions, I am able to focus on what I need to look for in the text, except when the text is difficult and/or unfamiliar. ❐ If the answer to my questions is not obvious, I usually skip it.	❐ I consistently ask myself questions about the text before, during, and after I read. ❐ By asking questions, I am able to focus on what I need to look for in the text. ❐ If the answers to my questions are not obvious, I use other sources to find them.
Building Vocabulary	❐ I skip over words I don't know. ❐ I am unable to identify any strategies that will help me understand unknown words	❐ I know that defining unknown words will improve my understanding of the text but I don't always do it. ❐ I use a one or two strategies to help me define unknown words. ❐ When one strategy doesn't work, I usually skip it.	❐ I know that defining unknown words will improve my understanding of the text. ❐ I use a variety of strategies to help me define unknown words. ❐ When one strategy doesn't work, I try another until I have defined the word.
Developing Fluency	**When I read aloud…** ❐ I do not use punctuation to improve my ability to understand what I am reading. ❐ I do not use proper expression. ❐ I read word–by-word, and can't read ahead. ❐ According to the "one-minute probe", I am a *frustrated* reader.	**When I read aloud…** ❐ I use punctuation to improve my ability to understand what I am reading, unless the text is difficult and/or unfamiliar. ❐ I use proper expression, unless the text is difficult and/or unfamiliar. ❐ I can read ahead to make sure I sound smooth and natural, unless the text is difficult and/or unfamiliar. ❐ According to the "one-minute probe", I am an *instructional* reader.	**When I read aloud…** ❐ I use all punctuation to improve my ability to understand what I am reading, even when the text is difficult and/or unfamiliar ❐ I use proper expression, even when the text is difficult and/or unfamiliar. ❐ I can read ahead to make sure I sound smooth and natural, even when the text is difficult and/or unfamiliar. ❐ According to the "one-minute probe", I am an *independent* reader.